

Research on the Reform and Innovation of Art Design Project-based Classroom Education

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ABSTRACT

With the proposal of the strategy of building a strong cultural country, China has higher and higher requirements for the training of art design talents, and puts forward new requirements in the aspects of innovation ability, practical ability and comprehensive quality. In order to cope with this change, colleges and universities must promote the reform of project-based classroom teaching, rely on high-quality art design projects, sort out the original abstract and scattered knowledge points, and integrate the curriculum knowledge system into the project in a modular form, in order to open the channel between theoretical classroom and social practice, and improve the comprehensive ability of students majoring in art design. Therefore, this paper will study the innovative strategies of project-based classroom education reform for art design speciality, and hope to provide some reference for art design teachers to promote project-based teaching reform.

KEYWORDS

Art design speciality; Project-based classroom reform; Comprehensive practice

1 Introduction

Curriculum teaching is the core element of college personnel training, and its teaching quality often determines the quality of personnel training. In recent years, under the background of the deepening of classroom teaching reform, art design teachers have begun to take the initiative to try new teaching models in order to create high-quality courses and help students develop comprehensively. The project-based classroom teaching mode is a new education mode with high-quality projects as the core, teachers as the leading and students as the main body. If it is applied to the teaching of art design speciality, it can break the shackles of the traditional separation of theoretical teaching and practical teaching in classroom teaching mode, so that each design idea of students can be transformed into a genuine product, so as to truly improve students' practical ability and comprehensive quality. However, at present, there are few attempts to reform project-based teaching for art design speciality in Chinese universities, and there are still some problems in many aspects. Therefore, it is of great significance to study the reform of project-based classroom education model for art design speciality.

2 Problems of Project-based Teaching Reform in Art Design Speciality

In terms of the connotation of project-based teaching mode, high-quality projects and perfect project process practice mechanism are very important. However, at present, there are still problems in these two aspects of art design speciality in Chinese universities.

2.1 Single Project Source and Insufficient Content Depth

First of all, the projects provided by colleges and universities for students majoring in art design mainly come from three aspects: school-enterprise cooperation projects, teacher-student original projects and teaching and research projects, but the latter two account for a relatively small proportion, and the school-enterprise cooperation projects are the main source. However, due to the lack of professional ability and comprehensive ability of art design students, as well as the lack of sufficient understanding of the market, the projects provided by enterprises for art design speciality mainly focus on basic practical training, which makes it difficult for students to significantly improve their abilities^[1]. Secondly, the core of project-based teaching reform is to improve students' innovative ability and comprehensive practical ability, and the introduction of advanced frontier science and technology and the latest achievements is very important for this core. However, some Chinese universities do not pay attention to the introduction and research of the latest scientific research results in the project practice, which results in the lack of depth in the project practice, and reduces the participation enthusiasm of teachers and students.

2.2 Chaotic Practical Process Mechanism and Substandard Project Output Results

Compared with enterprises, the project practice process mechanism of art design speciality in colleges and universities is relatively loose, and the final project output results cannot be guaranteed. On the one hand, after introducing school-enterprise cooperation projects, universities often entrust one or several professional teachers to take the lead, but there is a lack of third-party project quality monitoring. In addition, the teacher-led project practice will invisibly create a dependency mentality among students, which results in the final project output mainly relying on teachers' wisdom rather than students' creativity, and is not conducive to the development of students' ability^[2]. On the other hand, in the new era, the ability requirements for art design students are multi-faceted, which requires that students must have the opportunity to be exposed to different project training positions in project practice. However, in the teaching practice, some universities have not formulated corresponding post exchange mechanism, which has affected the development of students' comprehensive quality.

3 Practice of Project-based Teaching Reform Practice in Art Design Speciality

Colleges and universities can solve above problems from the following aspects.

3.1 Expand Project Sources and Improve Project Approval Process

First of all, in order to ensure the continuous provision of high-quality teaching projects for students majoring in the art design, colleges and universities should actively strengthen the multi-party cooperation with enterprises and governments, expand the source channels of project introduction, and ensure the richness of project contents, so as to provide students with diversified project practice opportunities and stimulate the participation enthusiasm of students majoring in the art design.

Secondly, universities should take the initiative to establish and improve the approval process of high-quality projects, and do a good job of checking the introduction of projects from the source. For example, in the process of promoting the project-based reform of art design speciality, colleges and universities can set up project management centers, invite university teachers, project leaders of cooperative enterprises, and various experts to jointly act as project approval managers, examine and approve projects at various levels according to market development, student needs, and talent training objectives, and write corresponding project practice guidelines, in order to clearly position the project's creation direction, topic selection direction, and final output goal, and help the project instructor to have a more comprehensive understanding of the project. Alternatively, universities can develop a program recommendation system. Colleges and universities should determine project introduction plans that meet the teaching characteristics and needs of their own according to the personnel training direction of art design speciality and the actual needs of students, and actively encourage local cooperative enterprises to recommend projects, and then select characteristic and high-quality teaching projects and practical projects to students.

Thirdly, after the completion of project selection, colleges and universities should take the initiative to play the role of project guidance teachers. On the one hand, colleges and universities should analyze the comprehensive ability of art and design teachers, extract the advantages of different teachers in project guidance, and then match the projects according to the interests, abilities and characteristics of teachers, so as to provide more targeted guidance for students majoring in art design and strengthen the advantages of the project^[3]. On the other hand, after matching the project with the teacher, the university needs to require the teacher to complete the writing of the project proposal, which contains the basic information of the project, the project leader, the research direction, the research content, the research significance, the team members, the expected progress of the project, the expected results of the project and other aspects. It can not only strengthen the subject consciousness of the project guidance teachers, but also provide the corresponding reference for the follow-up project evaluation in universities.

Finally, colleges and universities should also do a good job in project classification management when approving projects. Vertically, colleges and universities can divide projects into three standards: primary, intermediate and advanced, which will be flexibly arranged by the project guidance teachers according to the students' learning progress and ability, so as to gradually improve the project practical ability of students majoring in art design. Horizontally, colleges and universities can classify projects according to multiple classification criteria such as majors, positions and employment directions, so as to fully meet the diversified and personalized project practice needs of students.

3.2 Improve the Project Infrastructure and Clarify the Project Operation Process System

Before the practical teaching of art design specialty projects, colleges and universities must make sufficient preparations.

First, colleges and universities should improve all kinds of hardware infrastructure resources. Colleges and universities can take the initiative to build practice bases for art design professional projects, increase investment in capital, manpower, material resources, technology and other aspects, and introduce advanced practical training equipment and the latest scientific research results to further stimulate students' interest in learning, and provide necessary equipment support for art design students to carry out project innovation and practice activities. At the same time, colleges and universities should develop a sound project practice management system, regularly update and maintain the project practical training equipment, and provide necessary guidance for art design students to improve their equipment operation ability.

Secondly, universities should formulate a sound management system for each process of project operation, so as to provide institutional guarantee for the implementation of project practical activities. Before the formal implementation of the project, universities should make corresponding plans and arrangements from two aspects. On the one hand, the project instructor must require students to make the corresponding project plan, including project members, project progress, project implementation plan, task allocation, etc., and summarize it into documents. On the other hand, teachers should formulate project guidance planning manuals, which truthfully record the project guidance plan for students, so as to ensure the smooth operation of the project.

Thirdly, in the process of project operation, colleges and universities should take the initiative to break the traditional situation that the instructor is solely responsible for the project, and establish a regular project supervision and management department to uniformly conduct scientific management and supervision on the project practice of art design speciality, and improve the overall effect of project practice teaching in colleges and universities^[4]. Firstly, the project supervision and management department should regularly check the assignment book, project progress, guidance manual and project results at each stage of the art design professional practice project, and strictly supervise and manage the operation of the project. At the same time, it is also necessary to check the students' project practice to prevent students from appearing perfunctory behavior and affecting the final quality of project practice. Secondly, universities should regularly deploy expert group members, school-enterprise cooperation project leaders, etc., to conduct audits on the project quality to ensure that the project research does not deviate from the goal and reality. At the same time, it can also find the problems existing in the process of project promotion in time to reduce the risk of project failure. Thirdly, the final evaluation of art design professional project practice is also very important. Therefore, colleges and universities should not only evaluate the final results of the project, but also conduct qualified evaluation of the performance and ability of teachers and students in the project, and reasonably arrange the weight ratio of each part, so as to use them as the reference basis for comprehensive evaluation of teachers and students.

Finally, the project practice of art design speciality generally has the characteristics of long creation cycle, high team cooperation requirements and complex technology. Therefore, colleges and universities should also build a sound project cooperation and guidance mechanism to provide support for students' project practice. For example, when providing mentors for student projects, colleges and universities can implement the multi-mentor system, in which a professional teacher takes the lead and a number of professional teachers, enterprise project leaders, and experts collaborate, in order to provide students with guidance in various aspects such as creativity, technology scientific research.

4 Conclusion

To sum up, promoting the project-based teaching reform of art design speciality in colleges and universities can quickly improve the comprehensive practical level of students. Therefore, in the face of the increasingly severe employment form and diversified teaching needs, colleges and universities must actively explore new teaching modes, introduce high-quality teaching projects, improve the project approval process, and gradually build a more scientific and rigorous project-based teaching operation process, so that students can get more diversified training and growth in project practice and achieve the all-round development.

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